



EVALUATIVE STATEMENT ON: Newton L. Gingrich Class of: \_\_\_\_\_

Characteristics	Outstanding	Above Average	Average	Below Average	No Opportunity To Observe
Intellectual endowment	X				
Quantity of work done		X			
Quality of work done		X			
Ability to get work done		X			
Appearance					
Judgment and common sense	X				
Emotional adjustment	X				
Cooperativeness	X				
Initiative	X				
Potential	X				
Qualifications for preferred employment (if known)	X				

My acquaintance with this person has been as: Employer \_\_\_\_\_, Adviser or Training Supervisor \_\_\_\_\_  
Teacher: High School \_\_\_\_\_, College \_\_\_\_\_; Friend: Personal \_\_\_\_\_; Family \_\_\_\_\_; Co-worker \_\_\_\_\_  
Other \_\_\_\_\_

#### GENERAL STATEMENT:

Mr. Gingrich successfully completed his Master's degree in history under my direction and is presently working on his dissertation in Modern European Colonial Education and Administration. I have found him a most outstanding student, mature and thought-provoking beyond even the superior student. He has constantly taken the initiative in all of his work and expended a truly admirable effort in his preparation of written work and as a teaching fellow. I found him extremely well read, articulate, and, as a teacher, inspiring. He passed his qualifying examinations for the Ph. D. degree with distinction, finding himself in the distinguished company of only five other persons who have attained this honor in the twenty years that the department has awarded the Ph. D. degree.

Mr. Gingrich has the potential to become an unusually fine classroom teacher, as well as a published scholar. His awareness of the contemporary scene, his degree of participation and involvement in the educational process, defined broadly, make me feel certain that he can be placed in a full-time teaching position within any institution of higher education in this country.

SIGNATURE Pierre Henri Laurent  
OFFICIAL POSITION Associate Professor  
ORGANIZATION Department of History  
ADDRESS Tulane University  
DATE September 9, 1969

BIOGRAPHICAL BRIEF OF: Newton GingrichClass of: 1970

## TO APPLICANT

Please write a short history of your life to date for your permanent reference and credential file. Make specific references to (1) your early life, (2) your family life, (3) your education, (4) your habits, (5) the form of recreation and amusement you prefer, (6) your purpose in life, (7) your community life, (8) your social contacts, (9) your initiative and your potentialities, (10) and your feelings about yourself. Add to these comments anything else not specifically requested which you would like to mention. This information will be released on a confidential basis to prospective employers unless you specifically request that we withhold it.

My father is in the Army and so I grew up moving around every three years. I lived in Pennsylvania, Kansas, France, Germany and Georgia before graduating from high school. I had a very active interest in zoos, paleontology, and natural history while in high school. Emory University granted me a partial scholarship but I spent my Freshman year wooing my wife, being very active as a Republican volunteer, and earning enough money to eat. My parents sent me \$50 a month my first year in college but stopped that when I got married in the summer of 1962. My last three years as an undergraduate I had to earn enough to pay \$1400 a year tuition and keep a wife and daughter after my Sophomore year. My wife worked my Sophomore year and part of my Senior year. I was more interested in politics than higher education and I was tired of running from work to school so I dropped out in 1964 and managed a congressional campaign. Then, somewhat sadder but wiser at having lost, I went back to Emory, changed from political science to history and applied to several graduate schools. My GREs (99,94,99 percentile, 730, 654,790 raw scores) made up for my rather anemic undergraduate record and Tulane offered me an NDEA fellowship. The state of Georgia supplemented that with a second scholarship and since we now had two children the stipends were essential to my continuing education.

I am very happily married to a Georgia girl, we have two beautiful daughters and neither of us regrets one minute of the difficulties our early marriage brought on in debts and hard work. We like to go to movies ranging from Easy Rider to True Grit. We enjoy books of all types. The girls and I are zoo enthusiasts while my wife Jackie prefers art museums. We intend to spend a good deal of our time in Europe sight-seeing. We both like people and our home is often open for groups to get together and discuss things or listen to a guest speaker. We both belong to the Baptist Church and teach Sunday School.

Purposes in life are more often recognized in retrospect than prospect. A great number of people have invested a lot of time and money in advising me and helping me get an education in school and politics. I would hope to repay their kindness and assistance by teaching well, writing some books worth reading, and participating in the development of a better world. The last nine years, since I left high school, have been exciting and rewarding. I would hope that the rest of my life could retain the same blend of activism and scholarly concern, involvement and detachment, as these years.

My objective record has gotten better over these years. Both my grades and my computerized scores have improved. Since I was only the fifth student to get distinction at Tulane, was state chairman for a presidential campaign at 24, etc., I guess my abilities are rated fairly high. Since I have gotten a B.A., an M.A. and have a Ph.D. in prospect without parental aid while supporting a wife and two children my personal initiative must be pretty substantial. On the other hand, down deep I am never quite sure: what about next time? what about the enormous problems we face as a society? Exactly what role should I or can I play?

Newton Gingrich  
(Signature)

Sept 21, 1969  
(Date)

89A Boulevard de la Revision  
Brussels 7, Belgium 1070  
January 31, 1970

Dr. W. Benjamin Kennedy, Head  
Department of History  
Division of Social Sciences  
West Georgia College  
Carrollton, Georgia 30117  
USA

Dear Dr. Kennedy

Thank you for your letter of January 23. I am sorry you received only a partial transcript but you have to write the Tulane Placement Office for the rest of it. They will not send it out at the student's request. I am requesting two other recommendation letters from Tulane. Please let me know if you haven't received them by February 20. In the interim you might contact J.J. Matthews and Doug Unfug at Emory, Joe Baylen and Gerald Davis at Georgia State or A. Pete Jensen at the Georgia Tech School of Information Sciences for some comments on my abilities.

I am particularly sorry that you don't have my Tulane record. I passed prelims with distinction in both the oral and written parts in both European and US history. I made three A's at Georgia State graduate school, one B, three B pluses, one A minus and eleven A's at Tulane. My thesis was completed on time and I developed some experimental teaching courses in three years there.

Aside from Sunday school my first teaching experience came in the fall of 1968. I was assigned two U.S. history introductory courses at Newcomb. The girls were very bright and practically all of them had had American history three times before. Since it was my second field I felt a little freer to experiment than I might have in European history. I had always felt uncomfortable in lecture courses and so I sought to develop more effective approaches. By the end of the second semester a combination lecture-discussion approach with the students working in teams outside class seemed to be producing new excitement and faster learning. In retrospect the course was too disorganized but that was because I was innovating with one hand (which involves making mistakes and sometimes correcting them in mid-course) and taking prelims with the other. It was a tiring but very rewarding experience. By the end of the Spring I felt I at least knew some of the things that had to be questioned about teaching history, even if I had no answer to the questions.

Then, midway through prelims, my wife decided to cheer me up by giving me a copy of Peter Drucker's The Age of Discontinuity. That led to new experiments in the Summer U.S. history courses (2) that I taught and to a new project that was an experiment in itself. I taught four sections of a non-credit, no-tuition course on 'The Year Two Thousand.' We had a total of ninety people visit this course which met once a week for two hours for a six week period. At the end some seventy-five people were regular participants. This group included regular students, lawyers, a psychologist, engineers, businessmen, the city editor of a daily paper, and some little old ladies in tennis shoes. The course was exhilarating to teach and seemed to be valuable to the students. One member has since become a member of the New Orleans School Board, another is a trustee at Dillard University.

This fall I have had a group of high school students in every Thursday evening. They have helped me learn a great deal about the needs and limitations of adolescents. I think I will be able to teach history and future courses much more effectively after this experience. I have also been developing a

more complete and disciplined version of the course on the future. The Dean of Instruction at Averett College in Danville, Virginia is involved in turning that former two-year girl's institution into a four year, co-ed, liberal arts college. He is willing to innovate and apparently has the full backing of the school's new president. We have been corresponding all fall and just before Christmas he asked me to join their staff and spend next year developing a course on the future half the time and teaching history the other half. While I have made no commitment the prospects are exciting and I have developed a nine page proposal for a course on the future. It is currently being critiqued by a group of friends but if you would be interested I would be glad to send you a copy.

That about wraps up my teaching experience, a total of six semester long classes in history and some experimental work. I think students from both the history and future classes would be glad to write critiques if you would need further evidence of my teaching ability. Several of the people in the course on the future wrote President Longenecker praising it, I could simply xerox copies of their letters if it would help your evaluation.

Now, as to the dissertation. I changed topics in April, 1969 and so what with spending the summer experimenting I got off to a slow start this fall. Nonetheless, I think things are proceeding on schedule. The topic, "Belgian Education Policy in the Congo: 1945-1960", has proven very interesting and several people have written that they thought it might prove publishable. I will submit a detailed outline to Dr. Laurent in late March and the first chapters at the end of April. Since he will be in Mexico and Boston this summer I will probably not get a Ph.D. in August. I do hope to complete the first draft by the end of June and complete the revisions and submit a second version before school begins in the fall. That should lead to a Ph.D. in December. I ~~obviously~~ obviously cannot guarantee this schedule but it does indicate my hopes and planning. You might get more reliable estimates from Dr. Laurent after he has read a few chapters. The thesis was a long, arduous task and I have little hope that this will be as easy. Still, I am plugging away at it six days a week and progress has been steady, albeit slow.

You asked about the sort of position I am seeking. Frankly I like working. I am in history because I enjoy it and I feel a deep need to learn more about man and his world. I am probably not a very good professional because I feel too deeply to stand off and deal with my material coldly. My reading is rather too eclectic for a specialist and my coursework was too broad to give me any depth. I know a chunk about Western Europe, a bit about Russia, some about the Far East, a little about Africa, and a good bit about America. My political interests have led me to read rather deeply in politics, sociology, and biography but without the rigor of a specialist in any of them. I am enclosing a list of the non-dissertation non-fiction I have read since arriving in Brussels as an indication of my interests.

I am deeply concerned about the state of American higher education. I agree with Jacques Barzun's warnings of Mandarinism. On the other hand I agree with Jencks and Riesman that American higher education has probably been a good influence. I am more a critical progressive seeking reform rather than a new leftist advocating radical change. Still, this means I would like to have a position that gave me time to reform. Reform means experimenting, making mistakes, doing things that sometimes are brilliant and sometimes miserable. I would gladly teach two introductory history courses if the third course could be highly innovative. I know it is a little absurd for an ABD in Europe to talk in those terms but then you asked what sort of position I was seeking, not what I would accept when faced with starvation.

I noted your list of MA specialties. I would be less interested in developing a French-history specialty than in developing a specialty in North Atlantic Civilization, or a course in the future. I will try very hard to publish rather than perish but I would rather read other people's monographs and use them as a base for developing new approaches to history and education. Once these approaches had been tested I would like to write books outlining how we have developed programs that teach kids more material, faster.

Again, thank you for your letter. I have relatives in Carrollton and think it would be a great place to work.

Yours,

*Newt Gingrich*

Newt Gingrich

Non-dissertation, non-fiction read August, 1969-January, 1970 by Newt Gingrich

Aron, Raymond. Progress and Disillusion: The Dialectics of Modern Society.

Bell, Daniel. The Reforming of General Education: The Columbia College Experience in its National Setting.

Chester, Lewis, Hodgson, Godfrey and Page, Bruce. An American Melodrama: The Presidential Campaign of 1968.

Conquest, Robert. Russia After Khrushchev.

Craig, Hardin. Woodrow Wilson at Princeton.

Drucker, Peter F. The Effective Executive.

The Practice of Management.

Eisenhower, John. The Bitter Woods.

Eriksen, Stein. Come Ski with Me.

Eurich, Alvin C. Campus 1980: The Shape of the Future.

Furst, Sidney and Sherman, Milton. The Strategy of Change for Business Success.

Gellerman, Saul. Motivation and Productivity.

Griffith, Samuel B II. The Chinese People's Liberation Army.

Groves, Leslie R. Now It Can Be Told: The Story of the Manhattan Project.

Halberstam, David. The Unfinished Odyssey of Robert Kennedy.

Hirsch, Werner Z. et. al. Inventing Education for the Future.

Hitch, Charles J. Decision-making for Defence.

\_\_\_\_\_ and McKean, Roland N. The Economics of Defense in the Nuclear Age.

Hyland, William and Shryock, Richard W. The Fall of Khrushchev.

Jencks, Christopher, and Riesman David. The Academic Revolution.

Pogue, Forrest C. George C. Marshall Volumes 1 and 2

Prehoda, Robert W. Designing the Future: The Role of Technological Forecasting.

Schwab, Joseph J. The Teaching of Science as Enquiry

Sloan, Alfred P. Jr. My Years with General Motors.

Sundquist, James L. Politics and Policy: The Eisenhower, Kennedy, and Johnson Years.

Weaver, Warren. U.S. Philanthropic Foundations.

Woodring, Paul. The Higher Learning in America: A Reassessment.

TULANE UNIVERSITY

*Department of History*

NEW ORLEANS, LA. 70118

17 February 1970

Dr. W. Benjamin Kennedy  
Department of History  
West Georgia College  
Carrollton, Georgia 30117

Dear Dr. Kennedy:

Mr. Newton L. Gingrich has asked me to write in support of his application for a position in your department. Mr. Gingrich's performance as a scholar and teaching assistant makes this an easy and pleasant task. Since I have never taught him personally, I shall quote from the evaluations of members of the department other than his major professor, Dr. Pierre Laurent who, I am certain, will write to you.

Professor William R. Hogan: "Best in a small, lively group. Very thoughtful, provocative student."

Professor Bennett H. Wall: "Top man--handled U.S. history as though it were his major field. A very well organized and perceptive student."

Professor Charles H. Carter: "Large quantity of literature well selected and well handled in discussion; also active in discussion of what others had read. He was among the three mainstays of the group."

Professor W. Burlie Brown: "Top man in the class. Tremendous worker, enthusiastic, thoughtful, analytical."

Professor Hans A. Schmitt: "A man of tremendous drive, zeal and energy."

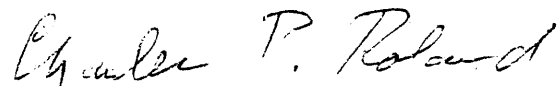
Mr. Gingrich was unanimously awarded a "pass with distinction" in all fields, both written and oral, in his qualifying examinations for the Ph.D. degree. He thus finds himself in the distinguished company of the only five other persons who have attained this signal honor in the years that the department has been awarding the Ph.D.

The following evaluation will attest his ability as a teacher. Professor Donald Cooper's office was across the hall from Mr. Gingrich's classroom. Dr. Cooper sent in the following unsolicited:

"I have not had Mr. Gingrich in any course, but I have been very favorably impressed with his very serious preparation for his teaching. He took the trouble to give an oral final examination to all of his students. It was obvious that he was sincerely attempting to do the best job of his teaching of which he is capable, and I think that his efforts are worthy of comment."

Mr. Gingrich is a dynamic, though quiet spoken, young man with a single-minded purpose in life: to become a fine teacher-scholar. I have every reason to believe that he will succeed. I think that you would find him a valuable and agreeable addition to your staff.

Yours sincerely,

A handwritten signature in cursive script that reads "Charles P. Roland".

Charles P. Roland  
Chairman

CPR:rn timer



March 12, 1970

Mr. Newton L. Gingrich  
89A Boulevard de la revision  
Brussels 7, Belgium

Dear Mr. Gingrich:

We now have available a position in European history and this letter will officially offer it to you. My colleagues and I are most impressed by your recommendations and your enthusiasm about college teaching. The position is at the rank of assistant professor with a salary of \$9700 without the Ph.D. or \$10,300 if you have the Ph.D. by September 1, 1970. The appointment is under a nine-month contract.

You will be responsible for teaching two sections of World Civilization per quarter and advanced courses in Twentieth Century World, and Modern France. We may be able to add other courses in your area of specialty. I would particularly like for the department to offer a course in Modern Africa sometime in the future. There is ample opportunity for experimentation and innovation within our offerings. Like you, the history faculty is young, committed to the job of teaching, and interested in a relevant curriculum.

You may signify your acceptance of this offer by writing me a letter to that effect and completing the enclosed forms. One (the white form) is for professional and biographical information. The other (green form) is a state security questionnaire required of all state employees. It must be notarized. You can have that done at the American Embassy in Brussels. When I receive the forms and your letter they are submitted through channels to the president and the Board of Regents. Although the Board informs you officially of your appointment, the position is considered filled when you return the forms. No person whom we have recommended has ever been turned down by the Board.

I sincerely hope that you will be able to accept this offer and that you will inform me of your decision as soon as possible.

Yours sincerely,

W. Benjamin Kennedy, Head  
History Department

WBK/cr

Enclosures

39a Boulevard de la Revision  
Brussels, Belgium 1070  
March 17, 1970

Dr. W. Benjamin Kennedy, Head  
History Department  
The Division of Social Sciences  
West Georgia College  
Carrollton, Georgia 30117  
USA

Dear Dr. Kennedy,

I received your letter of March 12 this morning and accept. I look forward to working with you and the rest of the department in the coming year. You indicated that I would teach two sections of World Civilization and advanced courses. Could you indicate what advanced course I will be teaching the Fall Quarter so I might begin thinking about the syllabus? Does the department provide a syllabus for the World Civilization courses or does each teacher develop his own? Would it be possible for you to send me a catalog for the school?

We have relatives in Carrollton and we will be asking them for advice on house-hunting, etc. Does the College have any facilities to advise incoming faculty? Could you recommend a real estate agent? Furthermore, I have some personal goods stored in New Orleans. Will the school pay any of my moving costs?

As you can see I have more questions than good taste will allow in one letter. I have never moved to a job before so I trust you will advise me on those matters which are important and pardon me for asking needless questions about those matters that are unimportant.

Yours sincerely,

*Newt Gingrich*  
Newt Gingrich

Boulevard de la Revision  
ISSUES 7, BELGIUM 1070

ITY SYSTEM OF GEORGIA

GEORGIA COLLEGE

NOTICE OF APPOINTMENT FOR THE ACADEMIC YEAR

Nr. Newton L. Gingrich

The Board of Regents of the University System of Georgia has approved your appointment as Assistant Professor of History at West Georgia College. Title

The period of your appointment is for the 1970-71 academic year of three quarters.

Your compensation will be <sup>9,700</sup>~~\$19,300\*~~ and will be earned at the rate of one-third of this sum for each academic quarter. Any services rendered for only a portion of a quarter will be compensated for on a pro rata basis of the quarterly rate. Your compensation will be payable at the rate of one-twelfth of the contract sum at the end of each month from September through May and three-twelfths at the end of the contract period. with Ph.D.; \$9,700 without Ph.D.

This appointment is for the academic year of three quarters only and if your services should be needed during the fourth quarter, a separate appointment will be made with you covering your services for the fourth quarter.

This appointment is made subject to the statutes of the institution by which you are employed and to the bylaws and regulations of the Board of Regents.

You may signify your acceptance of this appointment by signing and returning the two carbon copies to the office of the President within ten days after the date of the notice. Please retain the original for your files.

May 18, 1970

Date

ORIGINAL SIGNED BY  
J. E. BOYD

President

I accept the appointment described above under the terms set forth.

June 1, 1970

Date

Signed: Newton Gingrich



**West  
Georgia  
College**

# News Release

Carrollton, Georgia 30117

For Immediate Release

January 26, 1971

CARROLLTON, Ga. -- Test tube babies, brain transplants, personality pills and courses you can take in a capsule are some of the developments being discussed in "The Year 2000", a course offered for the first time this quarter at West Georgia College.

"This course is offered to help students prepare for rapid change - to recognize it and keep pace with it," according to the instructor, Dr. Newt Gingrich. "The world is changing so rapidly that this country is, in effect, creating a whole new culture."

As examples, he noted that half of the world's books have been written and published since 1958 and that man's knowledge is now doubling every five years. This means that for a child born today there will be 256 times as much information for him to cope with at the age of 40 than there was at his birth.

Man, Gingrich said, if he is allowed to remain unprepared for these changes, will eventually reach a state called "future shock," where he will be unable to cope with his surroundings and will simply break down and reject everything.

He likened the change to those which an unprepared South Sea Islander would face if he were plucked from his home and dropped into the midst of a major urban society. Because of the rapid transition, the islander would be unable to catch up, keep up, understand or cope with current or future problems.

"We use to teach a set of standard rules which we could apply to our daily activities. The government and the ruling class of people enforced these rules. That was alright

(more)

OFFICE OF INFORMATION SERVICES

when change was slow. Today, however, we must teach people to find and follow their own rules, their own constructive attitudes. Otherwise, chaos will evolve."

Gingrich's theory holds that too many people are tied to the past and will be surpassed - runover by the future. He uses a car and driver as an analogy to society. When a car is traveling slowly the driver is not required to look far ahead. However, as the car's speed increases so must the driver's foresight. Otherwise, a catastrophe of some kind is virtually inevitable.

One of his primary rules for avoiding difficulties is to look for and constructively exploit opportunities while avoiding problems. "Don't dwell on every little problem. If you take advantage of the opportunities the problems will take care of themselves," he said.

Another rule is to accept new ideas and activities while relinquishing the old ways. He suggests that man "critically examine every old habit and then ask, 'Although I'm accustomed to doing something one way, if I were not, wouldn't another way be better.'

"You have to eventually follow what you want to be. And, because there are more opportunities to be more things, the responsibility is up to the individual. In the past, a boy grew up to take over his father's job, usually farming. Today a son probably will not take his father's job since he can be almost anything his discipline, education and courage prepare him for. This makes problems more agonizing because the decisions are personal.

"Man must realize that he is a part of a global village where discoveries and decisions in other countries have a direct effect upon everyone's lives. Mobility and change are now the rule", he said.

To compete in this atmosphere, Gingrich said people must develop specific techniques today to manage their time and abilities for tomorrow. They must be aware of the future, search widely for new ideas and remain open so they can adapt quickly to change.

####

*to  
Hingrich*

# West Georgia College

DIVISION OF THE UNIVERSITY SYSTEM OF GEORGIA

Carrollton, Georgia, 30117

THE DIVISION OF SOCIAL SCIENCES

May 27, 1971

■ To: Dr. Ben Kennedy

Re: incident at dept. Meeting, 26 May, 1971

I have received your memorandum for my file. After talking with you about this I agree completely with your anger and personal annoyance. The only corrections I would make in the memorandum are that I had not seen the Dean when I talked with you, did not deliberately seek to trap you or criticize your actions to the Dean. What did happen was that I was working on the environment center proposal in Dr. Master's office when the Dean came by. Frankly as a first year man I was very nervous about raising a question such as came up yesterday. I respect and trust Dr. Martin as a colleague and so asked him as a friend and adviser rather than as Dean of the College. Inadvertently I thereby created precisely the breach I had hoped to avert.

I feel deeply apologetic about breaking the very rules I cited in the meeting (i.e., the faculty handbook). Furthermore I would like to personally apologize to Dr. Kennedy for having in any way breached what has been up to now a most satisfying open and confident relationship. Any trouble I may have caused my division chairman and my Dean also are a source of deep concern to me and I hope they will accept my apology.

Occasionally a young man acting in innocence will cause trouble while pursuing what he believes to be a good cause. I hope the concerned personnel will appreciate that in this case no personal insult was in ~~my~~ any way intended to three men I respect and enjoy working with.

Thank you for your patience and understanding in our recent conversation about this subject.

Newt Gingrich

cc. Dr. Huck  
Dean Martin

*F.L.*

West Georgia College

DIVISION OF THE UNIVERSITY SYSTEM OF GEORGIA

Carrollton, Georgia 30317

OFFICE OF THE PRESIDENT

November 19, 1971

*C*

MEMORANDUM

To: Dr. Newton Cingrich  
Department of History

FROM: Ward Pafford

*O*

Subject: Statement of February 7, 1971, entitled "Some Projections on West Georgia College's next Thirty Years"

I have been pleased to receive your statement of February 7, 1971, entitled "Some Projections on West Georgia College's next Thirty Years."

*P*

I have read this statement with concern and, I hope, appreciative interest. It represents the kind of thinking which I like to see taking place among our teaching faculty at any level and in any subject-matter field. Many things come to my desk from various organizations, agencies, or individuals outside West Georgia College. Most of this material is impersonal, exceedingly repetitive, and stereotyped. It needs to be balanced off by some hard thinking and profound immediate concern within our own ranks.

*Y*

I hope that you will make an early occasion to arrange for an appointment so that we can discuss at least the salient points of your statement along with their implications.

WP:mi

bcc: Dean John M. Martin ✓

IN OFFICE MEMORANDUM

To: Don Adams

Date: Dec. 6, 1971

From: Neat Gingrich

Subject: Oral finals.

Since I give oral finals to all my students it is impossible for me to ~~far~~ my testing schedule into the normal one. In prior quarters I have asked Dean Martin's permission and received it. He suggests that I simply inform you of the procedures so that in future quarters we can work out any problems which might arise. My students are allowed to choose a time of their convenience on any ~~one~~ day during final week. In some instances I meet with a student at night if he or she has a job, etc. No student is required to take my final the same day as another examination so there should be no undue pressure. In fact this system should insure the maximum individual freedom. In future quarters I will continue this procedure unless large courses make it impossible. Thank you for your cooperation.

cc Dean John Martin

FOR: Info. \_\_\_\_\_ Reply \_\_\_\_\_ Note and Return \_\_\_\_\_ Action \_\_\_\_\_



*File Gingrich file*

**INTEROFFICE MEMORANDUM**

o: Dean Martin

Date: March 24, 1972

rom: Newt Gingrich

Subject: Transfer of activities from History  
to Environmental Studies

After extended conversations with Drs. Huck, Masters, and yourself I am ready to transfer from history to environmental studies. I understand the following points to be agreed upon:

1. This is to be a genuinely interdisciplinary program coordinated by Dr. Masters and budgeted through the Science Division but in no way a science program.\*

2. The full time personnel will be coordinators with access to volunteers from across the campus. There will be no attempt to develop a new discipline called Environmental Sciences.

3. While we will deliberately avoid building a new department, the Environmental Sciences Program will have access to Library, travel, and other funds on a legitimate basis comparable to departmental entities.

4. I will continue to be listed as an Assistant Professor of History but the History Department will not be charged for my services. I will no longer be a member of the History Department but will retain voting rights as a member of the Social Science Division. I will also retain my office in the Social Science Division.

5. The Environment program will have 2 full years to prove itself. It is expected that the program will meet minimum EFT enrollment requirements by September 1974.

6. My position will be at the Dean's discretion and we will consider new educational roles where needed as of September 1974.

\* Therefore Environmental Science will not be considered in assessing the Science Division's EFT positions.

cc. Dr. Gene Huck  
Dr. Charles Masters

# QUIT GRIPING

DO *Something* <sup>THING</sup> <sup>AB</sup> <sup>out</sup> It!

**NEWT GINGRICH** WANTS TO BE

*Your* **Congressman**

he is running against A 20 year

incumbent

AND HE NEEDS **you** <sup>R</sup> HELP

**1 HOUR**

PHONE CALL

**1 Vote**

Maybe the.

**DI F F E R E N C E**

**CALL**

834-4463

**Volunteer**

**VOTE**

**NOV 5**

# INTEROFFICE MEMORANDUM

To: Vice President John Martin

Date: August 3, 1973

From: Newt Gingrich

Subject: Off campus consulting activities.

As you know, Daryl Connor and I have been in the process of forming a partnership, called the Institute for Directed Change, to develop more effective communications and management systems for education. It is my understanding (from conversations with Dr. James Wash) that it is appropriate and legal for a faculty member to engage in these activities (if approved by you) so long as the total state funds drawn directly to him do not exceed 1.3 of his current nine months salary. Dr. Wash has also informed me that the Institute could draw as much business from state or other sources as seemed possible without prejudicing my position at the College. That is, a check could be paid to me for services at another state institution so long as the check was made out to the Institute and not to me personally.

I assume that this entire partnership is being developed on the basic proposition that I will continue to do a solid job for the College and that my services as Planning Council Chairman and Environmental coordinator will actually be strengthened by these off-campus experiences.

Would you please let me know if the above outlined assumptions are accurate and if I have your permission to engage in off campus activities.

Thank you.

FOR: Info. \_\_\_\_\_ Reply \_\_\_\_\_ Note and Return \_\_\_\_\_ Action \_\_\_\_\_

August 8, 1973

Memorandum

To: Dr. Newt Gingrich

From: John M. Martin  
Vice President

Subject: Outside Consulting

You have my permission to engage in outside consulting so long as the commitment does not exceed that authorized by the policy statement Dr. James Wash referred to and so long as it does not interfere with your obligations as a member of the instructional staff, as Chairman of the Planning Council and as Coordinator of Environmental Studies.

I am particularly concerned that the Environmental Studies program make a good showing this year. As you know, we have made a heavy commitment to the program and have your assurance that all the problems will be worked out.

cc: Dr. Mathis  
Dr. Finnie

August 24, 1973

Memorandum

To: Messrs. Newton L. Gingrich & Daryl Conner

From: Ward Pafford

Subject: Addendum to Materials Provided you on August 23, 1973

Since both of you are employees of West Georgia College, it would be well to keep in mind that you are not entitled to financial compensation by any other State of Georgia agency or institution. Perhaps I should have so stipulated in my "To Whom It May Concern" statement of August 23.

The restriction referred to above does not apply, of course, to any income derived from private sources.

WP:mi



# News Release

September 17, 1973

CARROLLTON, Ga. --The role of the college professor has changed a great deal from the "good old days" when the scholars dwelt in Ivory Towers, ignored by the world and ignoring the world as much as possible.

Typifying the new look is Dr. Newt Gingrich, Assistant Professor of History and Coordinator of Environmental Studies at West Georgia College, who is as likely to be conducting a Sunday School class, attending a political caucus, or speaking to a civic club as he is to be teaching a college class.

"Today's educator must be a consultant on world problems since today's college campus reflects many situations," stated Dr. Gingrich. "It is necessary for those in the college community to keep themselves in touch with reality," according to his interpretation of the role of the educator.

Dr. Gingrich maintains an active schedule of on-campus, civic, and religious activities which lead him into involvement in almost every aspect of community life. Asked why he maintains such a hectic schedule, he said he feels it is his obligation as an educator to do as much as possible in order to make the world a better place.

A specialist in futurism, Dr. Gingrich feels the next 30 to 40 years will be an era of great change in higher education. "Learning will no longer be a commodity to be completed at the age of 18 or 21,"

(more)

he says. Mankind will be called upon to constantly refurbish his education and educational goals."

West Georgia College is now involved in a total effort to reach a point of having educational facilities which will meet the needs of the future when the college will be called upon to deal with persons from all walks of life and from every age group.

Dr. Gingrich was quick to praise the college student of today. According to his observations, the day of the long-haired protester and drug user is gone.

"Today's students tend to be more serious. They have been exposed to a great variety of experiences, mainly due to news media coverage of world events. Even though they are familiar with surface events, however, this does not mean that they possess the ability to learn deeply without instruction," stated the educator.

"Students today are more interested in saving themselves than in saving the world.

"The colleges of 1973 tend to be more closely woven to society as a whole," according to Gingrich's theory.

"At West Georgia College, for example, the School of Business is working closely with community businessmen in an exchange of ideas. The Education Department is making efforts to extend every possible service to the area school systems. And the Public Service program is taking education to people who have never been exposed to the values of higher education.

(more)

Each of these separate observations seems to point toward a brighter, more involved future for higher education, a trend which is spreading nationwide.

And, Dr. Gingrich believes, one of the greatest demands of this new educational outlook will be for educators who are not afraid to become involved in a variety of activities in order to familiarize themselves with the world situation.

###



## SIXTH DISTRICT

# Prof Eyeing House Race

By HOWELL RAINES

One of the darker dark horses of the 1974 political year is likely to be Newt Gingrich, a 30-year-old history professor at West Georgia College in Carrollton.

Gingrich has launched a busy, unofficial campaign for the Republican nomination to run against Sixth District Rep. Jack Flynt of Griffin, a Democratic member of the U.S. House since 1954.

Unless former Rep. Fletcher Thompson of East Point decides to seek the GOP nomination, Gingrich believes he will be a "prohibitive favorite" to win it by next spring.

He doesn't expect other major opposition within his own party.

"Who else would want to run against a 20-year Democratic incumbent in the year of Watergate during an energy crisis?" quips Gingrich.

Because of Board of Regate being an unknown may be an advantage, even for Republicans, because of "the incumbency factor," Gingrich figures.

"There is a tremendous desire for a guy with a new face, and tremendous is not too strong a word," he says.

"These people are sick of lawyers, and they're sick of incumbents," he adds.

Flynt, of course, is a lawyer, but Gingrich allows himself few illusions about how tough a race he will face if he wins the GOP primary.

"It's frightening to risk your family's home and your job to run against somebody who can probably raise a quarter- or a half-million dollars without even trying," says Gingrich, who figures he has spent about \$2,500 so far.

"Just to take a serious look at the race—to make the phone calls, drive the miles and send out the letters—takes a half a year's salary for a guy like me," he observes.

But in the year of Watergate's rules on political cam-

alking about the energy crisis for three years, he notes. But the government was completely unprepared when the crisis became critical this year.

Like most Southern Republicans, Gingrich preaches the notion that politicians, in general, not only their party, will be hurt by Watergate. But Gingrich, a former chairman of the Georgia GOP platform committee, is more realistic than most Georgia Republicans in assessing President Nixon's situation.

"I, of course, was his Sixth District campaign chairman last year, and I'm not denying it. In some ways I still think it was a real honor, but I think the President is in real trouble," he says.

"The real problem he faces down here is not a demand that he be impeached, but an unbelievable feeling of disappointment, almost a despair."

Gingrich believes the combined effect of national politics in both parties has been to bring about an era of "non-partisan elections" in the South.

The presidential candidacy of George McGovern did as much damage to Democratic credibility in the South as Watergate did to Republican credibility, he contends.

The result is that "one to one" campaigning is more important than party label at the congressional district level, he believes.

In keeping with that notion, Gingrich has been maintaining a schedule of four or more speeches a week on the green-pea-and-ham circuit. He turns up with increasing frequency at "things like the Locust Grove Lion's Club ladies night."

He admits that "I'm not swamped with volunteers yet," but he thinks his policy of "talking softly and listening to a lot of people" will pay off—if 1974 is to be the year of the dark horse Republican anti-politician.

Georgia university system, Gingrich is carefully, retaining the "unofficial" status of his candidacy right now.

If he decides to become an official, announced candidate, he will ask for a leave of absence starting at the end of the winter quarter about mid-March.

Gingrich says he would make such a race as an anti-politician campaigning as "an aggressive spokesman for the common-sense conservative viewpoint."

He will characterize the national government as practicing the "politics of stupidity" in dealing with major issues.

"I use the energy crisis as an example of one of the hundreds of ways in which the government has been unbelievably dumb," he says. "The ostrich might become the national emblem."

Although he holds a doctorate in history, much of Gingrich's teaching has been in the area of environmental issues and the future of American society.

In such courses, the academic community has been

JOHN AND SYLVIA EAT THEIR BREAKFAST HOT CAKES AND DRINK their coffee, still caught up in the mood of last night, but I'm finding it hard to get food down.

Today we should arrive at the school, the place where an enormous coalescence of things occurred, and I'm already feeling tense.

I remember reading once about an archeological excavation in the Near East, learning about the archeologist's feelings when he opened the forgotten tombs for the first time in thousands of years. Now I feel like some archeologist myself.

The sagebrush down the canyon now toward Livingston is like sagebrush you see all the way from here into Mexico.

This morning sunlight is the same as yesterday's except warmer and softer now that we're at a lower altitude again.

There is nothing unusual.

It's just this archeological feeling that the calmness of the surroundings conceals things. A haunted place.

I really don't want to go there. I'd just as soon turn around and go back.

Just tension, I guess.

It fits one of the fragments of this memory, in which many mornings the tension was so intense he would throw up everything before he got to his first classroom. He loathed appearing before classrooms of students and talking. It was a complete violation of his whole lone, isolated way of life, and what he experienced was intense stage fright, except that it never showed on him as stage fright, but rather as a terrific *intensity* about everything he did. Students had told his wife it was just like electricity in the air. The moment he entered the classroom all eyes turned on him and followed him as he walked to the front of the room. All conversation

died to a hush and remained at a hush even though it was several minutes, often, before the class started. Throughout the hour the eyes never strayed from him.

He became much talked about, a controversial figure. The majority of students avoided his sections like the Black Death. They had heard too many stories.

The school was what could euphemistically be called a "teaching college." At a teaching college you teach and you teach and you teach with no time for research, no time for contemplation, no time for participation in outside affairs. Just teach and teach and teach until your mind grows dull and your creativity vanishes and you become an automaton saying the same dull things over and over to endless waves of innocent students who cannot understand why you are so dull, lose respect and fan this disrespect out into the community. The reason you teach and you teach and you teach is that this is a very clever way of running a college on the cheap while giving a false appearance of genuine education.

Yet despite this he called the school by a name that didn't make much sense, in fact sounded a little ludicrous in view of its actual nature. But the name had great meaning to him, and he stuck to it and he felt, before he left, that he had rammed it into a few minds sufficiently hard to make it stick. He called it a "Church of Reason," and much of the puzzlement people had about him could have ended if they'd understood what he meant by this.

The state of Montana at this time was undergoing an outbreak of ultra-right-wing politics like that which occurred in Dallas, Texas, just prior to President Kennedy's assassination. A nationally known professor from the University of Montana at Missoula was prohibited from speaking on campus on the grounds that it would "stir up trouble." Professors were told that all public statements must be cleared through the college public-relations office before they could be made.

Academic standards were demolished. The legislature had previously prohibited the school from refusing entry to any student over twenty-one whether he had a high-school diploma or not. Now the legislature had passed a law fining

# West Georgia College

DIVISION OF THE UNIVERSITY SYSTEM OF GEORGIA

Carrollton, Georgia, 30117

OFFICE OF THE PRESIDENT

July 9, 1974

Chancellor George L. Simpson, Jr.  
The University System of Georgia  
244 Washington Street, S. W.  
Atlanta, Georgia 30334

Dear Chancellor Simpson:

I am pleased to recommend continuation for 1974-75, Fall Quarter (September 1, 1974 through December 31, 1974), of leave of absence without pay for Newton L. Gingrich, Assistant Professor of History and Coordinator, Environmental Studies, West Georgia College. Dr. Gingrich's duties would be assumed by other members of his department.

Dr. Gingrich is presently on leave without pay campaigning for membership in the United States House of Representatives. He plans to continue his candidacy through December, 1974.

I trust that this recommendation will be favorably received by you and by the Board of Regents.

Sincerely yours,

Original Signed by  
WARD PAFFORD

Ward Pafford  
President

Enclosure

cc: Dr. John M. Martin, Vice President  
and Dean of Faculties  
Dr. Richard L. Dangle, Dean  
School of Arts and Sciences

*W*est Georgia College

DIVISION OF THE UNIVERSITY SYSTEM OF GEORGIA

Carrollton, Georgia, 30117

June 9, 1975

Dr. John Martin  
Vice President  
West Georgia College

Dear Dr. Martin:

I recommend that, effective July 1, 1976, the appointment of Dr. Newton L. Gingrich, be changed from Assistant Professor of History to Assistant Professor of Geography. This change is in keeping with Dr. Gingrich's interests and activities over the past several years. Dr. Gingrich has developed an interest in long-range and broad-range planning for the future. This is clearly more appropriate to the orientation and activities of our department of geography than of our department of history.

Sincerely yours,

*Richard L Dangle*

Richard L. Dangle, Dean  
School of Arts and Sciences

RLD/cr

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
244 WASHINGTON STREET, S. W.  
ATLANTA, GEORGIA 30334

June 13, 1975

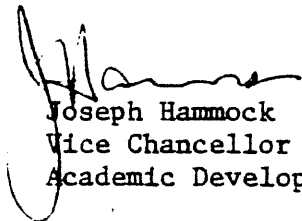
President Ward Pafford  
West Georgia College  
Carrollton, Georgia 30117

Dear President Pafford:

This acknowledges receipt of your letter of June 12, 1975 to Chancellor Simpson recommending a change in title for Dr. Newton L. Gingrich from Assistant Professor of History and Coordinator of Environmental Studies to Assistant Professor of Geography and Coordinator of Environmental Studies at West Georgia College, effective with the Fall Quarter of 1975.

Your recommendation will be presented to the July meeting of the Board of Regents.

Sincerely,

  
Joseph Hammock  
Vice Chancellor for  
Academic Development

JH:cm:cb

cc: Chancellor George L. Simpson, Jr.  
Vice Chancellor John O. Eidson  
Dr. John W. Hooper

*c < Vice President Martin  
Dean Nangle*

RECEIVED JUN 17 1975

Dear Dr. Townsend,

As you may know, Congressman John Rhodes of Arizona, Minority Leader in the House of Representatives, soon will be visiting Georgia's 6th Congressional District. A reception will be held for him February 13th from 8:00 to 10:00 PM at the home of Mrs. D. Key Hayes, 2370 Young Drive in College Park. At this time Mr. Rhodes will report on the 94th Congress.

The reception is designed to benefit the Newt Gingrich Campaign Fund. I have a supply of tickets available for anyone who wishes to attend the reception. The donation is \$15 per person or \$25 per couple. (If you can't attend, a donation will be gratefully accepted anyway.)

Should you have questions or wish tickets or both, please let me know.

I will personally deliver the ticket(s) to you. Incidentally, each ticket carries on it a map showing the way to the Hayes estate.

Thank you.

*John*  
Ext. 353

RECEIVED JAN 26 1976

COMPLIMENTS OF DARBY PRINTING COMPANY

Carroll County, Georgia -- OCTOBER 9, 1976



**FIGHTING FOR NEW LEADERSHIP:** Arizona Senator Barry Goldwater campaigned Saturday for new leadership in Congress as he appeared with Congressional challenger Newt Gingrich at an outdoor campaign rally. Goldwater had harsh words for Gingrich's opponent, House Ethics Committee Chairman John Flynt, who he said "couldn't even spell the word ethics."



April 27, 1977

Certified Mail

Dr. Newton L. Gingrich  
131 Howell Road  
Carrollton, Georgia 30117

Dear Dr. Gingrich:

I wish to inform you that your contract with West Georgia College will not be renewed after the 1977-78 academic year. This action is being taken following consultation with your Chairman (who in turn, consulted with department faculty members), your academic Dean, and the Vice President and Dean of Faculties.

I hope that your experiences at West Georgia College have been valuable to you. Permit me to wish you success in the forthcoming academic year.


Sincerely,

Maurice M. Townsend  
President

msi

cc: Dr. John M. Martin  
Dr. Richard L. Dangle  
Dr. John C. Hinchurch

RECEIPT FOR CERTIFIED MAIL—30¢ (plus postage)

SENT TO		POSTMARK OR DATE
Dr. Newton L. Gingrich		
STREET AND NO.		
131 Howell Road		
P.O., STATE AND ZIP CODE		
Carrollton, Ga. 30117		
OPTIONAL SERVICES FOR ADDITIONAL FEES		
RETURN RECEIPT SERVICES	1. Shows to whom and date delivered With delivery to addressee only	15¢ 65¢
	2. Shows to whom, date and where delivered With delivery to addressee only	35¢ 85¢
DELIVER TO ADDRESSEE ONLY		50¢
SPECIAL DELIVERY (extra fee required)		

PS Form 3800  
Apr. 1971

NO INSURANCE COVERAGE PROVIDED—  
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(See other side)

• GPO : 1974 O - 551-454

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# West Georgia College

Carrollton, Georgia 30118

A SENIOR COLLEGE IN THE UNIVERSITY SYSTEM OF GEORGIA  
404-834-1388

OFFICE OF THE PRESIDENT

November 8, 1978



Dr. Newt Gingrich  
151 Howell Road  
Carrollton, Georgia 30117

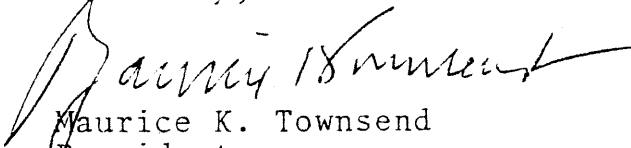
Dear Congressman:

I speak for everyone at West Georgia College in saying that all of us are so pleased with your election to Congress. I am sure that the campaigning is a grueling operation, but it makes victory ever so much sweeter.

I will look forward to your return to Carrollton from time to time and hope that we can see each other because I know there are many things connected with the College that will continue to have interest for you.

Ciel joins me in congratulating you on your victory and extending best wishes for a successful term of office.

Sincerely,

  
Maurice K. Townsend  
President

MKT:msi

NGRICH FOR CONGRESS  
O. Box 999  
rollton, Ga. 30117

r Newt:

se add my name to the list of your supporters. Enclosed is my contribution for:

<input type="checkbox"/> \$1000	<input type="checkbox"/> \$250	<input type="checkbox"/> \$50
<input type="checkbox"/> \$ 500	<input type="checkbox"/> \$100	<input type="checkbox"/> \$ _____

ase make checks payable to: GINGRICH FOR CONGRESS)

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lress \_\_\_\_\_  
\_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Occupation \_\_\_\_\_  
Place of Business \_\_\_\_\_  
Self-Employed ☐ Yes ☐ No



GOVERNOR RONALD REAGAN  
WITH NEWT GINGRICH

py of the Gingrich for Congress report is filed with the Federal Election Commission and is available for purchase from the Federal Commission, Washington, D.C.  
1 for by the Gingrich Campaign Fund: Gary G. Crook, Chairman; L. H. Carter, Treasurer . )